

Appendix B: Suggested Generic EBQ Structure¹⁶

Thesis Paragraph

- Background/Context (Optional. “Where does this question fall in the larger context of history?”)
- Thesis Statement
- “Forecast/Preview/Road Map” (of later categories of Source Analysis/Groupings)
- Additional Evidence Source (Optional)

Body Paragraph #1 (1st Group of Analyzed Sources)

- Topic Sentence (what characteristic do these sources share, and how does that support the thesis? See tables on p. 15-16)
- Evidence Source #1 (what text from source #1 supports the thesis or this paragraph’s topic?)
Analysis of source #1 (see the “SOAPSTone” notes that you took on each Source)
- Evidence Source #2 (what text from source #2 supports the thesis or this paragraph’s topic?)
Analysis of source #2
- Evidence Source #3 (what text from source #3 supports the thesis or this paragraph’s topic?)
Analysis of source #3
- How these sources relate/compare to each other. (The fullest understanding of any individual Source emerges only when that Source is viewed within the wider context of ALL the Sources.)
- Additional Evidence (Describe what evidence this Source should contain and how/why this evidence would be useful in better answering the question)
- Conclusion/Transition Sentence

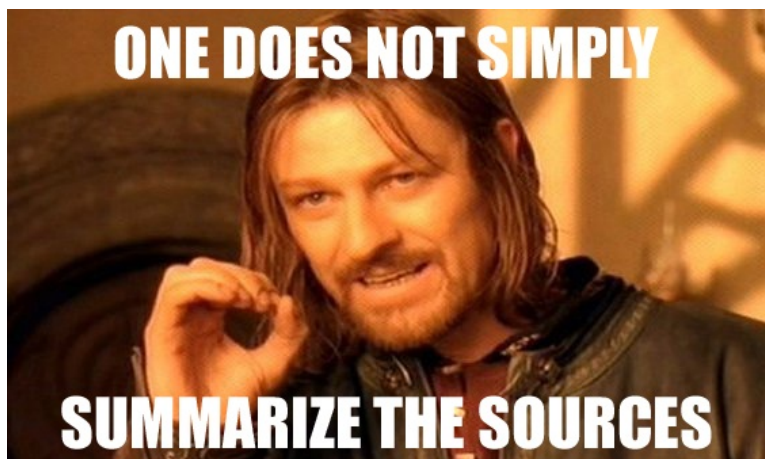
Additional Body Paragraphs as needed

- Check to make sure that all sources are included, with explicit discussion of specific Evidence and POV analysis from each source.

Conclusion

- Include Additional Source (if not included previously)
- Restatement/Summarization of Thesis

Writing Tip: Avoid any sentence in your essay that begins, “Source #___ says ‘...’” This is merely summarizing the Source. Your teacher/reader already knows that information better than you do. Your job is to *interpret* the information in the sources to *make an argument* or *draw a conclusion*.



¹⁶ I don’t really think there is one particular “best” way to structure a EBQ. I include this just because many of my students say it helps them focus while they’re writing.